

*Release of  
November 2013  
MCAS Retest Items*

**January 2014  
Massachusetts Department of  
Elementary and Secondary Education**



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
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Commissioner

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## *Commissioner's Foreword*

Dear Colleagues:

The Massachusetts Department of Elementary and Secondary Education is committed to working in partnership with schools to support a system that will prepare all students to succeed as productive and contributing members of our democratic society and the global economy. To assist in achieving this goal, the Department regularly releases Massachusetts Comprehensive Assessment System (MCAS) test items to provide information about the kinds of knowledge and skills that students are expected to demonstrate. This publication contains all MCAS November retest items on which student scores are based for English Language Arts (ELA) and Mathematics.

The Department has banked thousands of MCAS items that are currently posted on the Department website. These items, which are available at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html), will continue to be a rich resource for schools.

This publication is available only on the Department website. The test items for both ELA and Mathematics can be printed from this site. I encourage educators to use the relevant sections of this document together with their test item analysis reports as guides for planning changes in curriculum and instruction that may be needed to support schools and districts in their efforts to improve student performance.

Thank you for your support as we work together to strengthen education for our students in Massachusetts.

Sincerely,

Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education

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# I. Document Purpose and Structure

# *Document Purpose and Structure*

## **Purpose**

The purpose of this document is to share with educators and the public the November 2013 MCAS English Language Arts and Mathematics retest items on which student results are based. Local educators will be able to use this information to identify strengths and weaknesses in their curriculum and instruction and to plan instruction to more effectively meet their students' individual needs.

This document is also intended to be used by school and district personnel as a companion document to test item analysis reports. The reports list, for the school accessing the report, the names of all enrolled students who took the November 2013 retest in that report's content area, as well as information about how each student answered each item contained in this document. The reports also label each item as multiple-choice, open-response, short-answer, or writing prompt and identify the item's MCAS reporting category. Item numbers in this document correlate directly to the item numbers in the test item analysis reports.

## **Structure**

Chapters II and III of this document contain, respectively, information for the November 2013 English Language Arts and Mathematics retests. Each of these chapters has three main sections.

The **first section** provides information about the content being assessed, including the Web address for the relevant framework and the page numbers on which the learning standards can be found. In addition, there is a brief overview of the retest (number of test sessions, types of items, reference materials allowed, and cross-referencing information).

The **second section** contains the test items used to generate November 2013 MCAS student results for that chapter's content area. With the exception of the ELA Composition writing prompt, the test items in this document are shown in the same order and basic format in which they were presented in the test booklets. The Mathematics Reference Sheet used by students during MCAS Mathematics test sessions is inserted immediately following the last item in the Mathematics chapter.

Copyright information for all reading passages in this document is provided. Note that the Department has obtained permission to post all ELA passages that appear on its website. While the Department grants permission to use the posted test items for educational purposes, it cannot grant or transfer permission to use the passages that accompany the items. Such permission must be obtained directly from the holder of the copyright. For further information, contact Student Assessment Services at 781-338-3625.

The **final section** of each chapter is a table that cross-references each item with its MCAS reporting category and with the *Framework* standard it assesses. The table shows how the items on the test assess standards in both the 2011 frameworks and the previous frameworks. More information about the transition of MCAS to the standards in the 2011 frameworks is available at [www.doe.mass.edu/mcas/transition](http://www.doe.mass.edu/mcas/transition). Correct answers to multiple-choice questions and Mathematics retest short-answer questions are also listed in the table.

Materials presented in this document are **not** formatted **exactly** as they appeared in student test booklets. For example, in order to present items most efficiently in this document, the following modifications have been made:

- Some fonts and/or font sizes may have been changed and/or reduced.
- Some graphics may have been reduced in size from their appearance in student test booklets; however, they maintain the same proportions in each case.
- All references to page numbers in answer booklets have been deleted from the directions that accompany test items.
- The four lined pages provided for students' initial English Language Arts Composition retest drafts are omitted.

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## II. English Language Arts Retest

A. Composition

B. Reading Comprehension



# *English Language Arts Retest*

## **Test Structure**

The English Language Arts retest was presented in the following two parts:

- the ELA Composition retest, which used a writing prompt to assess learning standards from the **Writing** strand in the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (March 2011)
- the ELA Reading Comprehension retest, which used multiple-choice and open-response questions (items) to assess learning standards from the **Reading** and **Language** strands in the *Massachusetts Curriculum Framework for English Language Arts and Literacy*

## *A. Composition*

The 2013 English Language Arts (ELA) Composition retest was based on learning standards in the grades 6–12 **Writing** strand of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (March 2011). The learning standards for the grades 6–12 **Writing** strand appear on pages 53–59 of the *Framework*, which is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

ELA Composition retest results are reported under the reporting categories **Composition: Topic Development** and **Composition: Standard English Conventions**.

## **Test Sessions and Content Overview**

The ELA Composition retest included two separate test sessions, administered on the same day with a short break between sessions. During the first session, each student wrote an initial draft of a composition in response to the writing prompt on the next page. During the second session, each student revised his or her draft and submitted a final composition, which was scored in the areas of Topic Development and Standard English Conventions.

The Scoring Guides for the MCAS English Language Arts Composition are available at [www.doe.mass.edu/mcas/student/elacomp\\_scoreguide.html](http://www.doe.mass.edu/mcas/student/elacomp_scoreguide.html).

## **Reference Materials**

At least one English-language dictionary per classroom was provided for student use during ELA Composition retest sessions. The use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only. No other reference materials were allowed during either ELA Composition retest session.

## **Cross-Reference Information**

Each grade 10 ELA writing prompt requires students to write a literary analysis (coded to standard 1 in the grades 6–12 **Writing** strand in the 2011 *Framework*). All grade 10 writing prompts assess standards 4 and 5 in the grades 6–12 **Writing** strand.

## English Language Arts Retest

### November Retest Writing Prompt

#### **WRITING PROMPT**

The power of friendship is an important aspect of many literary works.

Select a work of literature you have read in or out of school that focuses on the power of friendship. In a well-developed composition, identify the characters who have a friendship, describe how their friendship affects them, and explain how this friendship is important to the work as a whole.

## B. Reading Comprehension

The English Language Arts Reading Comprehension retest was based on grades 6–12 learning standards in the content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (March 2011) listed below. Page numbers for the learning standards appear in parentheses.

■ Reading (*Framework*, pages 47–52)

■ Language (*Framework*, pages 64–67)

The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

ELA Reading Comprehension retest results are reported under two MCAS reporting categories, **Reading** and **Language**, which are identical to the two framework content strands listed above.

### Test Sessions and Content Overview

The ELA Reading Comprehension retest included three separate test sessions. Sessions 1 and 2 were both administered on the same day, and Session 3 was administered on the following day. Each session included reading passages, followed by multiple-choice and open-response questions. Reading passages and test items are shown on the following pages as they appeared in test booklets.

### Reference Materials

The use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only, during all three ELA Reading Comprehension sessions. No other reference materials were allowed during any ELA Reading Comprehension retest session.

### Cross-Reference Information

The table at the conclusion of this chapter indicates each item’s reporting category and both the 2011 grades 6–12 *Framework* standard and the 2001 *Framework* general standard it assesses. The correct answers for multiple-choice questions are also displayed in the table.

# English Language Arts

## READING COMPREHENSION: SESSION 1

### DIRECTIONS

This session contains two reading selections with twelve multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet..

*The Amazon River in South America has attracted many explorers, none more famous than Percy Fawcett, an Englishman who disappeared in 1925 while searching for a lost civilization he called “Z.” In 1996, James Lynch became intrigued by Fawcett’s story. Read the excerpt and answer the questions that follow.*

*from* **The Lost City of Z**  
by David Grann

- 1 **H**ow easily the Amazon can deceive.
- 2 It begins as barely a rivulet, this, the mightiest river in the world, mightier than the Nile and the Ganges, mightier than the Mississippi and all the rivers in China. Over eighteen thousand feet high in the Andes, amid snow and clouds, it emerges through a rocky seam—a trickle of crystal water. Here it is indistinguishable from so many other streams coursing through the Andes, some cascading down the western face toward the Pacific, sixty miles away, others, like this one, rolling down the eastern facade on a seemingly impossible journey toward the Atlantic Ocean—a distance farther than New York City to Paris. At this altitude, the air is too cold for jungle or many predators. And yet it is in this place that the Amazon is born, nourished by melting snows and rain, and pulled by gravity over cliffs.
- 3 From its source, the river descends sharply. As it gathers speed, it is joined by hundreds of other rivulets, most of them so small they remain nameless. Seven thousand feet down, the water enters a valley with the first glimmers of green. Soon larger streams converge upon it. Churning toward the plains below, the river has three thousand more miles to go to reach the ocean. It is unstoppable. So, too, is the jungle, which, owing to equatorial heat and heavy rainfalls, gradually engulfs the riverbanks. Spreading toward the horizon, this wilderness contains the greatest variety of species in the world. And, for the first time, the river becomes recognizable—it *is* the Amazon.
- 4 Still, the river is not what it seems. Curling eastward, it enters an enormous region shaped like a shallow bowl, and because the Amazon rests at the bottom of this basin, nearly 40 percent of the waters from South America—from rivers as far as Colombia, Venezuela, Bolivia, and Ecuador—drain into it. And so the Amazon becomes even mightier. Three hundred feet deep in places, it no longer needs to rush, conquering at its own pace. It meanders past the Rio Negro and the Rio Madeira; past the Tapajós and the Xingu, two of the biggest southern tributaries; past Marajó, an island larger than Switzerland, until finally, after traversing four thousand miles and collecting water from a thousand tributaries, the Amazon reaches its two-hundred-mile-wide mouth and

gushes into the Atlantic Ocean. What began as a trickle now expels fifty-seven million gallons of water every second—a discharge sixty times that of the Nile. The Amazon’s fresh waters push so far out to sea that, in 1500, Vicente Pinzón, a Spanish commander who had earlier accompanied Columbus, discovered the river while sailing miles off the coast of Brazil. He called it Mar Dulce, or Sweet Sea.

5 It is difficult to explore this region under any circumstances, but in November the onset of the rainy season renders it virtually impassable. Waves—including the fifteen-mile-an-hour monthly tidal bore known as *pororoca*, or “big roar”—crash against the shore. At Belém, the Amazon frequently rises twelve feet; at Iquitos, twenty feet; at Óbidos, thirty-five feet. The Madeira, the Amazon’s longest tributary, can swell even more, rising over sixty-five feet. After months of inundation, many of these and other rivers explode over their banks, cascading through the forest, uprooting plants and rocks, and transforming the southern basin almost into an inland sea, which it was millions of years ago. Then the sun comes out and scorches the region. The ground cracks as if from an earthquake. Swamps evaporate, leaving piranhas stranded in desiccated pools, eating one another’s flesh. Bogs turn into meadows; islands become hills.

6 This is how the dry season has arrived in the southern basin of the Amazon for as long as almost anyone can remember. And so it was in June of 1996, when an expedition of Brazilian scientists and adventurers headed into the jungle. They were searching for signs of Colonel Percy Fawcett, who had vanished, along with his son Jack and Raleigh Rimell, more than seventy years earlier.

7 The expedition was led by a forty-two-year-old Brazilian banker named James Lynch. After a reporter mentioned to him the story of Fawcett, he had read everything he could on the subject. He learned that the colonel’s disappearance in 1925 had shocked the world—“among the most celebrated vanishing acts of modern times,” as one observer called it. For five months, Fawcett had sent dispatches, which were carried through the jungle, crumpled and stained, by Indian runners and, in what seemed like a feat of magic, tapped out on telegraph machines and printed on virtually every continent; in an early example of the all-consuming modern news story, Africans, Asians, Europeans, Australians, and Americans were riveted by the same distant event. The expedition, one newspaper wrote, “captured the imagination of every child who ever dreamed of undiscovered lands.”

8 Then the dispatches ceased. Lynch read how Fawcett had warned that he might be out of contact for months, but a year passed, then two, and the public fascination grew. Were Fawcett and the two young men being held hostage by Indians? Had they starved to death? Were they too entranced by Z to return? Debates raged in salons and speakeasies; cables were exchanged at the highest levels of governments. Radio plays, novels (Evelyn Waugh’s *A Handful of Dust* is believed to have been influenced by Fawcett’s saga), poems, documentaries, movies, stamps, children’s stories, comic books, ballads, stage plays, graphic novels, and museum exhibits were devoted to the affair. In 1933 a travel writer exclaimed, “Enough legend has grown up round the subject to form a new and separate branch of folk-lore.” Fawcett had earned his place in the annals of exploration not for what he revealed about the world but for what he concealed. He had vowed to

make “the great discovery of the century”—instead, he had given birth to “the greatest exploration mystery of the twentieth century.”

- 9 Lynch also learned, to his amazement, that scores of scientists, explorers, and adventurers had plunged into the wilderness, determined to recover the Fawcett party, alive or dead, and to return with proof of Z. In February 1955, the *New York Times* claimed that Fawcett’s disappearance had set off more searches “than those launched through the centuries to find the fabulous El Dorado.”\* Some parties were wiped out by starvation and disease, or retreated in despair . . . Then there were those adventurers who had gone to find Fawcett and, instead, disappeared along with him in the forests that travelers had long ago christened the “green hell.” Because so many seekers went without fanfare, there are no reliable statistics on the numbers who died. One recent estimate, however, put the total as high as a hundred.

. . .

- 10 The challenge seemed insurmountable. But, as Lynch pored over financial spreadsheets at work, he wondered: What if there really is a Z? What if the jungle had concealed such a place? Even today, the Brazilian government estimates that there are more than sixty Indian tribes that have never been contacted by outsiders. “These forests are . . . almost the only place on earth where indigenous people can survive in isolation from the rest of mankind,” John Hemming, the distinguished historian of Brazilian Indians and a former director of the Royal Geographical Society, wrote. Sydney Possuelo, who was in charge of the Brazilian department set up to protect Indian tribes, has said of these groups, “No one knows for sure who they are, where they are, how many they are, and what languages they speak.” In 2006, members of a nomadic tribe called Nukak-Makú emerged from the Amazon in Colombia and announced that they were ready to join the modern world, though they were unaware that Colombia was a country and asked if the planes overhead were on an invisible road.
- 11 One night Lynch, unable to sleep, went into his study, which was cluttered with maps and relics from his previous expeditions. Amid his papers on Fawcett, he came across the colonel’s warning to his son: “If with all my experience we can’t make it, there’s not much hope for others.” Rather than deter Lynch, the words only compelled him. “I have to go,” he told his wife.

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\* *El Dorado* — an imaginary place of great wealth said to be in South America

- 1 In paragraph 3, what is the **main** purpose of the statement “it *is* the Amazon”?
- A. to suggest the river’s length
  - B. to describe the river’s location
  - C. to highlight the river’s majestic beauty
  - D. to emphasize the river’s unique identity
- 2 In paragraph 5, words such as “inundation,” “explode,” “uprooting,” and “scorches” **mainly** emphasize the
- A. storminess of the weather.
  - B. extreme conditions in the area.
  - C. history of disasters in the area.
  - D. fears travelers have about their safety.

- 3 Read the phrase from paragraph 6 in the box below.

And so it was in June of 1996, . . .

What is the function of the phrase?

- A. to transition to a new topic
  - B. to show a change in viewpoint
  - C. to highlight a supporting detail
  - D. to introduce an editorial comment
- 4 What is the **main** effect of the short sentence at the beginning of paragraph 8?
- A. It highlights how remote the jungle is.
  - B. It suggests Fawcett’s impulsive personality.
  - C. It emphasizes the sudden nature of Fawcett’s disappearance.
  - D. It emphasizes the limitations of communications at the time.

- 5 The story of the city of Z is considered a legend because
- A. the city might resemble other ancient sites.
  - B. the actual existence of the city remains a question.
  - C. many explorers were attacked when looking for the city.
  - D. modern explorers are still interested in discovering the city.

- 6 Based on the excerpt, what is ironic about the story of Percy Fawcett?
- A. Searches for him were launched many years after he vanished.
  - B. He attempted to solve a mystery but became a mystery himself.
  - C. He used technology to send messages from an undeveloped area.
  - D. Accounts of his expeditions became more like fiction than true stories.

- 7 Read the sentence from paragraph 3 in the box below.

As it gathers speed, it is joined by hundreds of other rivulets, most of them so small they remain nameless.

The word “rivulet,” which means a river that is small in size, was adapted from the word “river.” Which of the following words has undergone a similar adaptation?

- A. pellet
- B. triplet
- C. scarlet
- D. droplet

- 8 Read the sentence from paragraph 5 in the box below.

Swamps evaporate, leaving piranhas stranded in desiccated pools, eating one another’s flesh.

Based on the sentence, what does the word *desiccated* mean?

- A. dull
- B. enlarged
- C. dried out
- D. brand new



**Question 9 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 9 in the space provided in your Student Answer Booklet.**

- 9** Based on the excerpt, explain why searching the Amazon region for the lost city of Z would appeal to an explorer. Support your answer with relevant and specific details from the excerpt.

*The following is an example of a prose poem, a type of writing that features aspects of poetry but without traditional stanzas or line breaks. Read the poem and answer the questions that follow.*

## The Life of a Day

Like people or dogs, each day is unique and has its own personality quirks which can easily be seen if you look closely. But there are so few days as compared to people, not to mention dogs, that it  
5 would be surprising if a day were not a hundred times more interesting than most people. But usually they just pass, mostly unnoticed, unless they are wildly nice, like autumn ones full of red maple trees and hazy sunlight, or if they are grimly  
10 awful ones in a winter blizzard that kills the lost traveler and bunches of cattle. For some reason we like to see days pass, even though most of us claim we don't want to reach our last one for a long time. We examine each day before us with  
15 barely a glance and say, no, this isn't one I've been looking for, and wait in a bored sort of way for the next, when, we are convinced, our lives will start for real. Meanwhile, this day is going by perfectly well-adjusted, as some days are, with the  
20 right amounts of sunlight and shade, and a light breeze scented with a perfume made from the mixture of fallen apples, corn stubble, dry oak leaves, and the faint odor of last night's meandering skunk.

—Tom Hennen

"The Life of a Day" by Tom Hennen, from *Crawling Out the Window*. Copyright © 1997 by Tom Hennen. Reprinted by permission of the author.

- 10 According to lines 6–11, what quality must a day have for it to be noticed?
- A. It must be obviously dramatic.
  - B. It must be historically important.
  - C. It must evoke pleasant memories.
  - D. It must provide peaceful moments.

- 11 In line 12, why does the poet **most likely** use the pronoun “we”?
- A. to separate himself from his readers
  - B. to caution people to use their days wisely
  - C. to generalize about a common human behavior
  - D. to show that he enjoys spending time with others

- 12 Based on the poem, why do people **most likely** “like to see days pass”?
- A. They are leading miserable lives.
  - B. They are pessimistic about the future.
  - C. They are waiting for the world to be a happier place.
  - D. They are waiting for something to change in their lives.

- 13 In line 18, what is the **main** purpose of the word “Meanwhile”?
- A. It begins a description of human nature.
  - B. It begins a summary of a specific argument.
  - C. It begins a transition to a specific description.
  - D. It begins a criticism of contemporary society.

**Question 14 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 14 in the space provided in your Student Answer Booklet.**

- 14** Based on the poem, describe the poet's observations about the way people spend their days. Support your answer with relevant and specific information from the poem.

# English Language Arts

## READING COMPREHENSION: SESSION 2

### DIRECTIONS

This session contains two reading selections with twelve multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*Hoping to experience the excitement of war, 18-year-old Henry Fleming has decided to enlist in the Union army. Read the excerpt from Stephen Crane's famous Civil War novel, The Red Badge of Courage, and answer the questions that follow.*

*from* **The Red Badge of Courage**  
by Stephen Crane

- 1 The youth was in a little trance of astonishment. So they were at last going to fight. On the morrow, perhaps, there would be a battle, and he would be in it. For a time he was obliged to labor to make himself believe. He could not accept with assurance an omen that he was about to mingle in one of those great affairs of the earth.
- 2 He had, of course, dreamed of battles all his life—of vague and bloody conflicts that had thrilled him with their sweep and fire. In visions he had seen himself in many struggles. He had imagined peoples secure in the shadow of his eagle-eyed prowess. But awake he had regarded battles as crimson blotches on the pages of the past. He had put them as things of the bygone with his thought-images of heavy crowns and high castles. There was a portion of the world's history which he had regarded as the time of wars, but it, he thought, had been long gone over the horizon and had disappeared forever.
- 3 From his home his youthful eyes had looked upon the war in his own country with distrust. It must be some sort of a play affair. He had long despaired of witnessing a Greeklike struggle. Such would be no more, he had said. Men were better, or more timid. Secular<sup>1</sup> and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions.
- 4 He had burned several times to enlist. Tales of great movements shook the land. They might not be distinctly Homeric, but there seemed to be much glory in them. He had read of marches, sieges, conflicts, and he had longed to see it all. His busy mind had drawn for him large pictures extravagant in color, lurid with breathless deeds.
- 5 But his mother had discouraged him. She had affected to look with some contempt upon the quality of his war ardor and patriotism. She could calmly seat herself and with no apparent difficulty give him many hundreds of reasons why he was of vastly more importance on the farm than on the field of battle. She had had certain ways of expression that told him that her statements on the subject came from a deep conviction. Moreover, on her side, was his belief that her ethical motive in the argument was impregnable.<sup>2</sup>

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<sup>1</sup> *secular* — not religious; worldly

<sup>2</sup> *impregnable* — impossible to overcome

- 6 At last, however, he had made firm rebellion against this yellow light thrown upon the color of his ambitions. The newspapers, the gossip of the village, his own picturings, had aroused him to an uncheckable degree. They were in truth fighting finely down there. Almost every day the newspapers printed accounts of a decisive victory.
- 7 One night, as he lay in bed, the winds had carried to him the clanging of the church bell as some enthusiast jerked the rope frantically to tell the twisted news of a great battle. This voice of the people rejoicing in the night had made him shiver in a prolonged ecstasy of excitement. Later, he had gone down to his mother's room and had spoken thus: "Ma, I'm going to enlist."
- 8 "Henry, don't you be a fool," his mother had replied. She had then covered her face with the quilt. There was an end to the matter for that night.
- 9 Nevertheless, the next morning he had gone to a town that was near his mother's farm and had enlisted in a company that was forming there. When he had returned home his mother was milking the brindle cow. Four others stood waiting. "Ma, I've enlisted," he had said to her diffidently. There was a short silence. "The Lord's will be done, Henry," she had finally replied, and had then continued to milk the brindle cow.
- 10 When he had stood in the doorway with his soldier's clothes on his back, and with the light of excitement and expectancy in his eyes almost defeating the glow of regret for the home bonds, he had seen two tears leaving their trails on his mother's scarred cheeks.
- 11 Still, she had disappointed him by saying nothing whatever about returning with his shield or on it.<sup>3</sup> He had privately primed himself for a beautiful scene. He had prepared certain sentences which he thought could be used with touching effect. But her words destroyed his plans. She had doggedly peeled potatoes and addressed him as follows: "You watch out, Henry, an' take good care of yerself in this here fighting business—you watch out, an' take good care of yerself. Don't go a-thinkin' you can lick the hull rebel army at the start, because yeh can't. Yeh jest one little feller amongst a hull lot of others, and yeh've got to keep quiet an' do what they tell yeh. I know how you are, Henry.
- 12 "I've knet yeh eight pair of socks, Henry, and I've put in all yer best shirts, because I want my boy to be jest as warm and comf'able as anybody in the army. Whenever they get holes in 'em, I want yeh to send 'em right-away back to me, so's I kin dern 'em.
- 13 "An' allus be careful an' choose yer comp'ny. There's lots of bad men in the army, Henry. The army makes 'em wild, and they like nothing better than the job of leading off a young feller like you, as ain't never been away from home much and has allus had a mother, an' a-learning 'em to drink and swear. Keep clear of them folks, Henry. I don't want yeh to ever do anything, Henry, that yeh would be 'shamed to let me know about. Jest think as if I was a-watchin' yeh. If yeh keep that in yer mind allus, I guess yeh'll come out about right.
- 14 "Yeh must allus remember yer father, too, child, an' remember he never drunk a drop of licker in his life, and seldom swore a cross oath.
- 15 "I don't know what else to tell yeh, Henry, excepting that yeh must never do no shirking, child, on my account. If so be a time comes when yeh have to be kilt or do

<sup>3</sup> *returning with his shield or on it* — returning as a hero or as someone who died honorably

a mean thing, why, Henry, don't think of anything 'cept what's right, because there's many a woman has to bear up 'ginst sech things these times, and the Lord 'll take keer of us all.

16 “Don't forgit about the socks and the shirts, child; and I've put a cup of blackberry jam with yer bundle, because I know yeh like it above all things. Good-by, Henry. Watch out, and be a good boy.”

17 He had, of course, been impatient under the ordeal of this speech. It had not been quite what he expected, and he had borne it with an air of irritation. He departed feeling vague relief.

18 Still, when he had looked back from the gate, he had seen his mother kneeling among the potato parings. Her brown face, upraised, was stained with tears, and her spare form was quivering. He bowed his head and went on, feeling suddenly ashamed of his purposes.

19 From his home he had gone to the seminary to bid adieu to many schoolmates. They had thronged about him with wonder and admiration. He had felt the gulf now between them and had swelled with calm pride. He and some of his fellows who had donned blue were quite overwhelmed with privileges for all of one afternoon, and it had been a very delicious thing. They had strutted.

20 A certain light-haired girl had made vivacious<sup>4</sup> fun at his martial spirit, but there was another and darker girl whom he had gazed at steadfastly, and he thought she grew demure and sad at sight of his blue and brass. As he had walked down the path between the rows of oaks, he had turned his head and detected her at a window watching his departure. As he perceived her, she had immediately begun to stare up through the high tree branches at the sky. He had seen a good deal of flurry and haste in her movement as she changed her attitude. He often thought of it.

21 On the way to Washington his spirit had soared. The regiment was fed and caressed at station after station until the youth had believed that he must be a hero. There was a lavish expenditure of bread and cold meats, coffee, and pickles and cheese. As he basked in the smiles of the girls and was patted and complimented by the old men, he had felt growing within him the strength to do mighty deeds of arms.

22 After complicated journeyings with many pauses, there had come months of monotonous life in a camp. He had had the belief that real war was a series of death struggles with small time in between for sleep and meals; but since his regiment had come to the field the army had done little but sit still and try to keep warm.

23 He was brought then gradually back to his old ideas. Greeklike struggles would be no more. Men were better, or more timid. Secular and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions.

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<sup>4</sup> *vivacious* — lively

15 Based on paragraphs 2 and 3, what is the youth's view of modern wars?

- A. They are less sophisticated than past wars.
- B. They are less competitive than past wars.
- C. They are less expensive than past wars.
- D. They are less violent than past wars.

16 In the excerpt, what does ancient Greece **mainly** represent to Henry?

- A. a time when poetry was epic
- B. a time when war was glorious
- C. a time when soldiers were wealthy
- D. a time when myths were entertaining

17 Read the details from paragraphs 6 and 7 in the box below.

- newspaper accounts of the war
- gossip in the village
- the clangoring of the church bell

What effect do these details have on Henry?

- A. They bring him closer to his neighbors.
- B. They strengthen his desire to become a soldier.
- C. They make him want to record his experiences.
- D. They convince him to trust his religious teachings.



- 18 Read the sentences from paragraph 9 in the box below.

There was a short silence. “The Lord’s will be done, Henry,” she had finally replied, and had then continued to milk the brindle cow.

Based on the paragraph, what does the mother’s reaction suggest?

- A. She is hiding her true feelings.
  - B. She is distracted by her chores.
  - C. She is confident Henry will not be injured.
  - D. She is upset that Henry will no longer help her.
- 19 Based on paragraphs 11 and 17, how did Henry expect his mother to respond when he was leaving?
- A. He expected her to be confused and silent.
  - B. He expected her to be emotional and proud.
  - C. He expected her to make the journey with him.
  - D. He expected her to use humor to lighten the mood.

- 20 Based on paragraph 19, why does Henry feel there is a gulf between him and his schoolmates?

- A. He is older than most of them.
- B. He is more optimistic than they are.
- C. He has worked hard to run the family farm.
- D. He thinks he has taken a step toward manhood.

- 21 In paragraph 21, what do the words “caressed” and “lavish” emphasize?

- A. how skilled the soldiers are
- B. how well the soldiers are treated
- C. how attractive Henry thinks the girls are
- D. how much energy Henry has during the trip

**Question 22 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 22 in the space provided in your Student Answer Booklet.**

- 22** Explain the role of Henry’s mother in the excerpt. Support your answer with relevant and specific information from the excerpt.

The scenes from *Check, Please* present examples of really bad blind dates. A blind date is a date where the people have not met before. Read the scenes and answer the questions that follow.

from **Check, Please**

by Jonathan Rand

## SCENE 3

GIRL: Hi.

KEN: Hello.

*(He kisses her hand, lingering there a second too long.)*

GIRL: It's great to meet you.

5 KEN: The pleasure . . . is all mine.

GIRL: So . . . where are you from? I can't place the accent.

KEN: I was raised in the mountains of Guam . . . and was born . . . on the shore of New Jersey.

*(Beat.)*

GIRL: Do you want to order some appetizers?

10 KEN: Anything . . . which will ensure happiness for your beautiful lips.

*(He looks at the menu, unaware of her subtle look of disbelief. She finally looks down at her menu.)*

GIRL: Ooh! The shrimp cocktail looks good.

KEN: Shrimp . . . a creature of the ocean. The ocean . . . which is not nearly as lovely as  
15 the ocean of your eyes.

*(Pause.)*

GIRL: Listen, can I ask you sort of a . . . barbed question?

KEN: Anything which your heart desires will be—

GIRL: Yeah, yeah. So—are you going to be doing this for the rest of dinner?

20 KEN: Whatever do you mean?

GIRL: All of this . . . sketchy, provocative\* garbage?

*(Pause.)*

KEN: Yes.

*(Scene.)*

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\* *provocative* — likely to cause a reaction

## SCENE 4

25 GUY: Hi.

MARY: Hi.

GUY: It's so great to finally meet you.

MARY: Same here! Listen: I was wondering if you were free next Friday.

GUY: Ah, I think so. Why?

30 MARY: Well, if dinner goes well tonight, I wanted to go ahead and line up a second date.

GUY: Oh. Okay, sure.

MARY: See, 'cause here's the thing: My parents are having a housewarming party at their new place on August second, and if you and I hit it off tonight and end up seriously dating, that party would be the perfect opportunity for you to meet my parents. So  
35 naturally I'd like to squeeze in several healthy-sized dates before then. If we don't, my parents might be a little bit skeptical of our relationship, which could in turn be disastrous for our future when you eventually pop the question. Not only would it make my whole family uncertain and uncomfortable during the ceremony, but it would also  
40 most likely carry over during our sixteen-day honeymoon in St. Martin. Even more importantly, it would be just awful if you had to deal with skeptical in-laws during the years down the road, and all because of a little thing like not setting aside fourteen healthy-sized dates before the housewarming party. Think about how a family conflict like that could upset Jocelyn.

GUY: Jocelyn?

45 MARY: Our little darling. Middle child. Bryan first, then Jocelyn, and of course little Madison.

*(Pause.)*

GUY: Wow . . .

MARY: What? What is it? You don't like the name Madison?

50 GUY: What? No. I mean, yes. No, that's a great name.

MARY: Something's on your mind. Honey, you can tell me. You're talking to your little sugar pumpkin, remember? Tell me.

GUY: Well, it's just—You just seem to have our whole relationship figured out—and we just met thirty seconds ago. *(Chuckling a little.)* I mean, you've got everything pinned  
55 down but the wedding dress.

MARY: Does that make you uncomfortable?

*(Beat.)*

*(As she withdraws several boxes.)* Because if it does, we can pick it out now.

*(Scene.)*

## SCENE 5

60 *(Lights up to MARK dressed in nothing but a burlap sack. He's looking at the menu, as if nothing is out of the ordinary. GIRL is looking at him, expressionless. After several moments, he folds the menu, his dinner decision made. He looks up. Pause.)*

MARK: *(Innocent.)* What?

*(Scene.)*

## SCENE 6

65 GUY: Hi.

PEARL: Hi.

GUY: It's so nice to meet you.

PEARL: Same here. Julia's told me a lot about you.

GUY: She's a great girl.

70 *(The moment GUY begins speaking the above line, PEARL quickly and slickly steals a fork. GUY thinks he saw wrong. PEARL continues on as if nothing has happened.)*

PEARL: Yeah. So much fun to be around. We've been friends for something like, oh, I don't know . . . six years?

GUY: *(As PEARL quickly steals the rest of the utensils.)* Where'd you two meet? In school?

75 PEARL: Yeah. We played soccer together. Both second stringers, keeping the bench nice and toasty for the rest of the team.

*(They laugh together. During their laugh, PEARL swipes her napkin.)*

Honestly? Julia is one of my favorite girlfriends. And she's got great taste, so when she told me about you, I was definitely all about it.

80 *(The moment GUY begins speaking the next line, PEARL swiftly and deftly removes the flower from the vase, pours the contents of her glass into the vase, pockets the glass, and replaces the flower in the vase.)*

GUY: That's very—sweet . . .

PEARL: No, I'm serious. I've been looking forward to this for a while now.

85 GUY: *(As PEARL takes the flower.)* I'm flattered.

PEARL: So . . . you hungry? I'm about ready.

*(PEARL picks up her menu; GUY does likewise. The moment GUY begins speaking, PEARL slides the menu into her jacket.)*

GUY: I'm pretty hungry, too—you know, I can see that you're stealing. You don't have to  
90 play it off like you're not.

PEARL: What? What are you talking about?

GUY: *(As PEARL steals a plate.)* I'm sitting right here. See? There. You just stole a plate.

PEARL: I don't understand. That's such a cruel accusation.

- GUY: (*As PEARL steals sugar holder.*) Accusation?! I'm watching you steal those sugar  
95 packets right now? How can you honestly believe I don't notice?
- PEARL: (*Starting to leave.*) Look, I don't know what your beef is with me as a person, but  
this is really insulting. I think we'll have to do this another time.
- GUY: Wait. Listen. This is really silly. If you'll stop stealing things, I won't insult you.  
That's all. Then we can have a perfectly normal dinner. Okay?
- 100 (*Resolved, PEARL collects herself and moves back toward the table.*)
- GUY: Great, so—
- (*She whips the tablecloth off the table and starts stuffing it down her pants. Halfway  
through, she looks up at GUY's reaction.*)
- PEARL: WHAT NOW?
- 105 (*Scene.*)

## SCENE 7

- (*GIRL is sitting across from TOD, a little boy—regardless of the age of the actor portraying  
this role, it should be immediately and abundantly clear that TOD is far too young for  
GIRL. A long pause.*)
- GIRL: This may sound insensitive, but . . . how old are you?
- 110 TOD: What's yer favorite animal?
- GIRL: No, no. I'm serious. I really want to know your age.
- TOD: I like elephants.
- GIRL: I think there's been a misunderstanding. See, when Christy said that you were still  
in school, I assumed she meant—
- 115 (*She is suddenly interrupted by TOD's elephant impression. Beat.*)
- GIRL: That's very . . . lifelike.
- TOD: Do you have a scar?
- GIRL: No.
- TOD: I have a scar! Do you want to see it?
- 120 GIRL: No, that's all right.
- (*Before she can finish her thought, TOD throws his leg up on the table, rolls up his pant  
leg, and shows the scar on his knee.*)
- TOD: I got it from kickball. Do you see it?
- GIRL: No.
- 125 TOD: It's right there.
- GIRL: Oh, I trust you.
- (*He removes his leg from the table.*)
- GIRL: Honestly, how old are you?

TOD: (*A quick display on his fingers.*) This many. Will you be my girlfriend?

130 GIRL: Your girlfriend.

TOD: 'Cause Katie Johnson always brings a boring lunch to school and Courtney Shuler smells like horses.

GIRL: You've got a lot of girlfriends.

TOD: Yeah, will you be my girlfriend?

135 GIRL: (*Sarcastically giving in.*) Sure, why not . . . I'd be honored to be one of your girlfriends. But only if you pay for dinner.

TOD: Okay.

(*He produces a huge piggy bank and begins emptying change. Scene.*)

## SCENE 8

(*SOPHIE enters the restaurant. She is a very old woman, edging toward the table in a walker.*

140 GUY *just stares. Scene.*)

*Check, Please* by Jonathan Rand. Copyright © 2003 by Jonathan Rand. Reprinted by permission of Playscripts, Inc.

- 23 In line 19, what does the girl suggest when she says, "Yeah, yeah"?
- A. She is eager to eat her meal.
  - B. She is tired of Ken's compliments.
  - C. She is impressed by Ken's manners.
  - D. She is thinking about her plans for later.

- 24 In lines 51 and 52, why are the nicknames "honey" and "little sugar pumpkin" funny?
- A. The characters do not like each other.
  - B. The nicknames are not used anymore.
  - C. The characters do not know each other.
  - D. The nicknames are not used for young people.

- 25 How would the date in scene 5 **most likely** end?
- A. Mark decides the girl is unattractive.
  - B. The girl leaves Mark at the restaurant.
  - C. The girl criticizes what Mark orders for dinner.
  - D. Mark and the girl discover they have a lot in common.
- 26 What contrast contributes to the humor in scene 6?
- A. the contrast between the guy's wealth and Pearl's poverty
  - B. the contrast between the guy's boredom and Pearl's enthusiasm
  - C. the contrast between the formal scenery and Pearl's casual attire
  - D. the contrast between the normal conversation and Pearl's thievery
- 27 The capital letters in line 104 show that Pearl's voice is becoming
- A. loud.
  - B. deep.
  - C. raspy.
  - D. broken.



# English Language Arts

## READING COMPREHENSION: SESSION 3

### DIRECTIONS

This session contains two reading selections with twelve multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

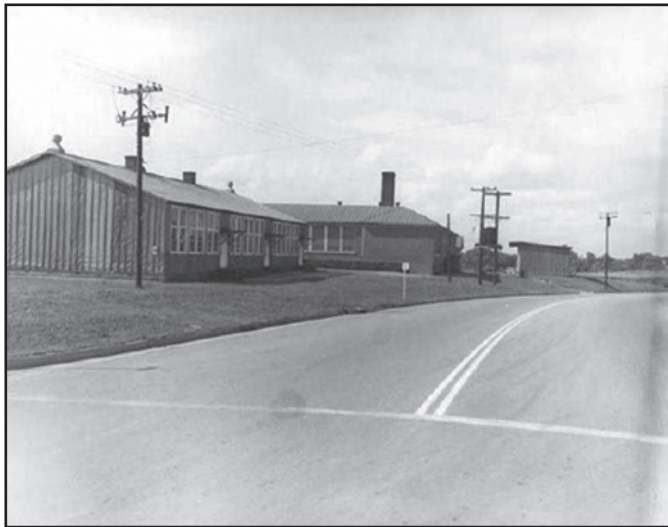
*Dissatisfied with the conditions in their segregated all-black high school in Farmville, Virginia, John Stokes and other student leaders organized a strike that would eventually draw national attention. Read Stokes's memoir of the first day of the 1951 strike and answer the questions that follow.*

### THERE'S A RIOT AT THE SCHOOL

by John A. Stokes

1 **T**he first order of business for the strike committee on Monday morning, April 23, 1951, was to get our principal, Mr. Jones, to leave the campus. Specific students were selected to plant themselves at strategic locations in Farmville. From those vantage points, they made telephone calls to Mr. Jones. Pretending to be adults, they complained that some of his students were downtown creating problems in key public places. Mr. Jones was a strict disciplinarian who never let his students do anything wrong. Just as we knew he would, Mr. Jones left the campus in a huff to check things out.

2 As soon as we saw him leave, we sent a note around to each classroom telling everyone to go to the auditorium for an emergency meeting. Barbara Johns wrote those notes and scribbled her initials, B.J., at the bottom. Everyone assumed "B.J." stood for Boyd Jones. There was no reason to think otherwise. It was a normal occurrence for our principal to call an emergency meeting if anything went wrong, even if it was only about someone littering in the schoolyard. He was a gung-ho stickler for following rules.



3 By the time all the students arrived in the auditorium, the members of the strike committee were sitting on stage behind a drawn curtain. When the curtain opened, I stood up and got the students to quiet down. We opened the assembly with the Pledge of Allegiance. Then we said the Lord's Prayer and sang a song. I don't remember what song it was.

4 After the singing, a committee member asked all the teachers to leave. We knew that if they stayed they could be fired for supporting us, and we didn't want that to happen. They all left except one teacher. He ended up going but not until he was assisted by a couple of nice-size football players. They put him in a classroom and stood guard to make certain he would stay put. We had heard that this teacher was a stooge of the power structure. We wanted to be sure that he couldn't alert them. Two of the other teachers sneaked back into the auditorium. We saw them in there, but we knew that they wouldn't create a ruckus. They were harmless.

5 Barbara Johns addressed the student body first. That's when everyone learned why we had called the assembly. She spoke about the inequalities we were forced to face each day. She explained that nothing would change unless we joined together and demanded a new school facility. Everyone listened intently.

6 We were packed in that room like sardines in a can. It was warm. It was stuffy. But soon everyone was at a fever pitch. Even the shy students caught the spirit as we began singing pep songs. When I saw those quiet, doubting, innocent-acting students shouting, "Two bits—four bits—six bits—a dollar—all for this strike stand up and holler," I knew that we were on a roll. We had gotten the principal and almost all the teachers to leave, and we had won over the pessimists and the quiet ones to our side. I felt nothing could stop our strike now.

7 Man, you talk about rocking. No one was seated. It was like a heavy

thunderstorm in full force. I thought to myself, all we need now is for lightning to strike. And lightning did strike. It came in the form of my mother. Right in the middle of one of my cheers, I happened to glance at the entrance door. There stood Mrs. Alice Maria Spraggs Stokes, my mama, with her girlfriend Mrs. Daisy Anderson. I froze. How in the world did she find out about what was going on? Who told her? Was she going to make us call the whole thing off? Most



of the students knew her. So did most of the people in the community—the teachers, preachers, merchants, and others. They all respected her. She appeared calm and composed, but I could see that she was evaluating the entire situation. She took it all in. Blocking out the noise and excitement engulfing her, she looked directly at me.

8 Recovered from my frozen state, I gathered myself, went down the stage steps, and approached her.

9 "Mama," I said.

10 She looked me dead in the eyes and asked, "Son are you all all right?"

- 11 “Yes, Mama,” I answered.
- 12 She repeated, “No, I mean, are you **all** all right?”
- 13 Again I answered, “Yes, Mama.”
- 14 She turned and very calmly said, “OK, Daisy, let’s go!” She and her friend turned and walked out. WOW! What a relief.
- 15 Later, I found out that one of the girls had left the campus and had run up Route 15 screaming that there was a riot at the high school—the entire student body was upset and was meeting in the auditorium. Of course there never was a riot. The whole thing was very peaceful, but Mama couldn’t have known that then. When she heard the girl, she must have thought, “Lord, my children are down there.”
- 16 After Mama left the room, I knew all systems were go. I knew that I would have Daddy’s support, too. If Mama had said to me, “Boy, you are calling this thing off,” I would not be writing this book today. I would have said to the students, “Ladies and gentlemen, head back to your classes. The strike is off.” In fact, if any member of the strike committee had backed out at this time, the strike would have fallen apart, and the entire cause would have been lost. The movement had not yet gained any momentum. We needed all hands on deck to get this ship out of port!
- 17 Meanwhile, people in town continued to hear that there was an uprising at the colored high school. News traveled like wildfire in Farmville. As parents and others hurried down to the school to check out the rioting and to be certain all of the students were safe, they entered the auditorium. Instead of finding bedlam, they found an orderly group of student leaders having an assembly. Yet, something strange seemed to be going on. There was no principal, and no teachers were in sight except for the two who were peeping around the corner. None of the parents took their children home. They ended up leaving the school, while the kids remained.
- 18 When our principal returned from his wild goose chase, he had a puzzled look on his face. I think that he was upset by what greeted him even though there was no real disturbance. What he saw was not a riot but a very orderly strike led by his students. We had been taught to respect authority. We knew that the only path to accomplishing our goal of gaining a new school had to be a peaceful one.
- 19 Outside the building, some of the students were carrying picket signs that we had made up ahead of time. The messages urged the building of a new school and the destruction of the tar-paper structures.\* There was talk of continuing the picketing until the school board set a date for construction of a new school to begin.
- 20 The picketing didn’t last long. Word came from the superintendent’s office that if we weren’t going to attend classes, we had to get off school property. If we didn’t, we would be arrested for trespassing. That day students went home by their usual means of transportation. Although some parents when they found out about the strike thought we should not pursue it, most of them backed it. They were well aware of the conditions at the school and knew that their own efforts to bring change had met with one broken promise after another.

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\* *tar-paper structures* — temporary buildings made from cheap materials

- 21 As leaders of the strike, we spoke that day with our principal and our parents, informing all of them that we were dissatisfied. We told them that we were not going back to class until something was done. We were striking for a new school. That was it. We also tried to meet with Superintendent McIlwaine, but he refused to see us.
- 22 While we were trying to figure out a way to talk to the school board, Mr. John Lancaster and Reverend L. Francis Griffin arrived at the school. Mr. Lancaster was the president of our P.T.A. He and his committee had gone head to head with the school board in an attempt to get a new school and other things for colored students and teachers but had been turned down repeatedly. He would become one of our key mentors during the strike. He was fired up all of the time, and we fed off of his energy.
- 23 Reverend Griffin, who was pastor of the First Baptist Church in Farmville, told us that we could use his church as a meeting place. He was president of the local chapter of the NAACP (the National Association for the Advancement of Colored People), and he advised us to contact lawyers in the NAACP's Richmond office for legal help with our strike. Founded in 1909, the NAACP is our country's oldest civil rights group.
- 24 Carrie and Barbara Johns wasted no time in calling the Richmond office. The lawyers were out of town dealing with another case, so the representative they spoke with suggested that they write a letter explaining the situation. Together, Barbara and Carrie drafted a letter, telling them about the strike and asking them to come to Farmville on Wednesday, April 25. They even told them that we would provide a place for them to stay if they needed overnight accommodations (remember at this time there were no hotels for black people in Prince Edward County). Carrie typed it up, and then one of the committee members took it directly to the post office. We felt we couldn't trust any outsider, not even the postman.
- 25 Day one of the strike had ended.

"There's a Riot at the School" by John A. Stokes with Lois Wolfe, Ph.D. and Herman J. Viola, Ph.D., from *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*. Copyright © 2008 by John A. Stokes, Lois Wolfe, and Herman J. Viola. Reprinted by permission of the National Geographic Society. Photographs courtesy of the National Archives and Records Administration.

- 28 Based on the memoir, what was the **main** strategy the committee used to carry out the first part of their plan?

A. trickery  
B. research  
C. publicity  
D. bargaining

- 29 Based on paragraphs 2–5, the reader can infer that Barbara Johns was

A. a sympathetic adult.  
B. an interested parent.  
C. an assistant principal.  
D. a committee member.

- 30 Read the sentences from paragraph 4 in the box below.

They all left except one teacher. He ended up going but not until he was assisted by a couple of nice-size football players. They put him in a classroom and stood guard to make certain he would stay put.

In the sentences, how is the author's use of the word "assisted" ironic?

- A. It shows that the students liked the teacher.  
B. It suggests that the teacher had difficulty walking.  
C. It indicates that the teacher had to be forced to leave.  
D. It reveals that the students were being polite to the teacher.

- 31 Based on paragraph 5, what is the **most likely** reason the students listened intently to Barbara Johns's speech?

- A. They identified with her argument.  
B. They were shocked by the message.  
C. They were bored with other speakers.  
D. They thought they were being watched.

- 32 In paragraph 7, the author uses the simile of a thunderstorm in order to
- A. symbolize the intelligence of the plan.
  - B. emphasize the mood in the auditorium.
  - C. suggest the danger the students were in.
  - D. foreshadow the response of the community.
- 33 Based on the memoir, what was the author's **main** worry when he saw his mother in the auditorium?
- A. She might put an end to the strike.
  - B. She might punish him for his disobedience.
  - C. She might get the teachers involved in the strike.
  - D. She might embarrass him in front of all the students.
- 34 Based on the memoir, what **most** surprised the townspeople who came to see the assembly?
- A. The students were challenging the administration.
  - B. The teachers allowed the assembly to continue.
  - C. The students cared so much about their school.
  - D. The assembly was being held peacefully.
- 35 In paragraph 17, the word *bedlam* means
- A. pain.
  - B. chaos.
  - C. disgust.
  - D. anxiety.

**Question 36 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 36 in the space provided in your Student Answer Booklet.**

- 36** Based on the memoir, explain the factors that contributed to the success of the first day of the strike. Support your answer with relevant and specific details from the memoir.



The adult narrator of “Note to Sixth-Grade Self” has some advice for her childhood self. Read the excerpt and answer the questions that follow.

from **Note to Sixth-Grade Self**

by Julie Orringer

- 1 On Wednesdays wear a skirt. A skirt is better for dancing. After school, remember not to take the bus. Go to McDonald’s instead. Order the fries. Don’t even bother trying to sit with Patricia and Cara. Instead, try to sit with Sasha and Toni Sue. If they won’t let you, try to sit with Andrea Shaw. And if Andrea Shaw gets up and throws away the rest of her fries rather than sit with you, sit alone and do not look at anyone. Particularly not the boys. If you do not look at them, they may not notice you sitting alone. And if they don’t notice you sitting alone, there is still a chance that one of them will ask you to dance.
- 2 At three-thirty stand outside with the others and take the number seven bus uptown. Get off when they all get off. Be sure to do this. Do not stare out the window and lose yourself. You will end up riding out to the edge of town past the rusted gas-storage tanks, and you will never find the right bus home. Pay attention. Do not let the strap of your training bra slip out the armhole of your short-sleeved shirt. Do not leave your bag on the bus. As you cross the street, take a look at the public high school. The kids there will be eating long sticks of Roman candy and leaning on the chain-link fence. Do they look as if they care who dances with whom, or what steps you’ll learn this week? News flash: They do not. Try to understand that there’s a world larger than the one you inhabit. If you understand that, you will be far ahead of Patricia and Cara.
- 3 For now, though, you live in this world, so go ahead and follow the others across the street to Miggie’s Academy of Dance. There is a low fence outside. Do not climb on it in your skirt. Huddle near the door with the other girls. See if anyone will let you listen. Do not call attention to yourself. Listen as Patricia, with her fascinating stutter, describes what she and Cara bought at the mall. Notice how the other girls lean forward as she works through her troublesome consonants: *G-G-Guess Jeans and an Esp-p-prit sweater*. They will talk about the TV shows they watch, who killed whom, who is sleeping with whom; they will compare starlets’ hairstyles. None of this talk is of any importance. For God’s sake, don’t bother watching those TV shows. Keep reading your books.
- 4 At four o’clock, go inside with the others. Line up against the wall with the girls. Watch how the boys line up against their wall, popular ones in the middle, awkward ones at the sides. Watch how the girls jockey to stand across from the boys they like. Watch Brittney Wells fumble with the zipper of her nylon LeSportsac. Don’t let her get next to you with that thing. Try to stand across from someone good. Do not let yourself get pushed all the way out to the sides, across from Zachary Booth or Ben Dusseldorf.



Watch how Patricia and Cara stand, their hips shot to one side, their arms crossed over their chests. Try shooting your hip a little to one side. Rest your weight on one foot. Draw a circle on the wooden floor with one toe. Do not bite your fingernails. Do not give a loud sniff. Think of the word *nonchalant*. Imagine the eleventh-graders, the way they look when they smoke on the bus. Let your eyes close halfway.

“Note to Sixth-Grade Self” by Julie Orringer, from *How to Breathe Underwater: Stories*. Copyright © 2003 by Julie Orringer. Reprinted by permission of Alfred A. Knopf, a division of Random House, Inc.

- 37 Read the statements from the excerpt in the box below.

- Be sure to do this.
- Pay attention.

The statements are used **mainly** to

- A. show the selfishness of the narrator’s thoughts.
- B. highlight a conflict in the narrator’s personal life.
- C. provide a contrast to the narrator’s previous actions.
- D. emphasize the importance of the narrator’s instructions.

- 38 Based on paragraph 3, what sets the narrator apart from the other girls?

- A. the hairstyle she prefers
- B. the fact that she reads books
- C. the fact that she speaks softly
- D. the television shows she likes

- 39 Read the examples from the excerpt in the box below.

- . . . sit alone and do not look at anyone.
- Do not call attention to yourself.
- Do not bite your fingernails. Do not give a loud sniff.

Based on the examples, what strategy does the narrator recommend to her younger self?

- A. avoidance
- B. deception
- C. politeness
- D. endurance

- 40 In paragraph 4, the word *nonchalant* means

- A. casual.
- B. juvenile.
- C. satisfied.
- D. threatening.

**English Language Arts**  
**Reading Comprehension Retest**  
**November 2013 Released Items:**  
**Reporting Categories, Standards, and Correct Answers\***

Item No.	Page No.	Reporting Category**	Standard**	Correct Answer (MC)*	2001 Standard***
1	11	Reading	4	D	15
2	11	Reading	4	B	15
3	11	Reading	5	A	13
4	11	Reading	5	C	15
5	12	Reading	2	B	13
6	12	Reading	6	B	13
7	12	Language	4	D	4
8	12	Language	4	C	4
9	13	Reading	2		13
10	15	Reading	1	A	14
11	15	Reading	4	C	14
12	15	Reading	2	D	14
13	15	Reading	5	C	14
14	16	Reading	2		14
15	20	Reading	1	D	12
16	20	Reading	8.a	B	12
17	20	Reading	3	B	12
18	21	Reading	3	A	12
19	21	Reading	3	B	12
20	21	Reading	3	D	12
21	21	Reading	4	B	15
22	22	Reading	3		12
23	27	Reading	4	B	17
24	27	Reading	4	C	15
25	28	Reading	8.a	B	17
26	28	Reading	5	D	17
27	28	Reading	4	A	5
28	33	Reading	1	A	13
29	33	Reading	1	D	13
30	33	Reading	6	C	15
31	33	Reading	1	A	13
32	34	Reading	4	B	15
33	34	Reading	1	A	13
34	34	Reading	1	D	13
35	34	Language	4	B	4
36	35	Reading	3		13
37	37	Reading	4	D	15
38	37	Reading	3	B	12
39	38	Reading	2	A	12
40	38	Language	4	A	4

\* Answers are provided here for multiple-choice items only.

\*\* The Reporting Category and Standard columns refer to the current (2011) *Curriculum Framework for English Language Arts and Literacy*. More information about reporting categories for ELA is available at [www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign](http://www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign).

\*\*\* The Department is providing the standard from the previous (2001) curriculum framework for ELA for reference purposes.

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### III. Mathematics Retest

# Mathematics Retest

The Mathematics retest was based on standards in the 2011 *Massachusetts Curriculum Framework for Mathematics* that match content in the grades 9–10 standards from the 2000 *Massachusetts Mathematics Curriculum Framework*. The standards in the 2011 *Framework* on the retest are organized under the five major conceptual categories listed below.

- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability

The *Curriculum Framework for Mathematics* is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html). More information and a list of standards assessable on the Mathematics retest are available at [www.doe.mass.edu/mcas/transition/2013-14g10math.html](http://www.doe.mass.edu/mcas/transition/2013-14g10math.html).

Mathematics retest results are reported under four MCAS reporting categories, which are based on the five *Framework* conceptual categories listed above.

## Test Sessions

The Mathematics retest included two separate test sessions, which were administered on consecutive days. Each session included multiple-choice and open-response items. Session 1 also included short-answer items.

## Reference Materials and Tools

Each student taking the Mathematics retest was provided with a grade 10 Mathematics Reference Sheet. A copy of the reference sheet follows the final question in this chapter.

During Session 2, each student had sole access to a calculator with at least four functions and a square root key. Calculator use was not allowed during Session 1.

The use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only, during both Mathematics retest sessions. No other reference tools or materials were allowed.

## Cross-Reference Information

The table at the conclusion of this chapter indicates each item’s reporting category, the 2011 *Framework* standard it assesses, and the 2000 *Framework* standard it assesses. The correct answers for multiple-choice and short-answer items are also displayed in the table.

# Mathematics

## SESSION 1

You may use your reference sheet during this session.  
You may **not** use a calculator during this session.



### DIRECTIONS

This session contains fourteen multiple-choice questions, four short-answer questions, and three open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

- 1 The table below shows the numbers of automobiles that Mexico, Canada, and the United States each produced in two consecutive years.

**Numbers of Automobiles Produced**

Country	Year 1	Year 2
Mexico	1,217,458	942,876
Canada	1,195,435	822,267
United States	3,776,641	2,246,470

Which of the following estimates is closest to the difference in total automobile production for the three countries between year 1 and year 2?

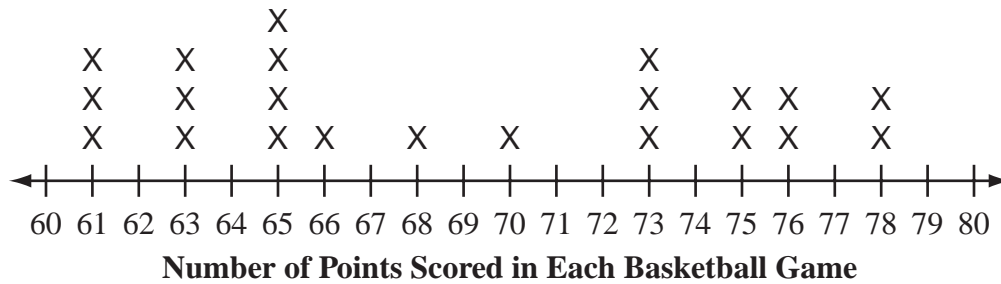
- A. 2,000,000
- B. 4,000,000
- C. 6,000,000
- D. 10,000,000

- 2 Which of the following equations is true?

- A.  $(8 - 3) \cdot 7 = 8 - (3 \cdot 7)$
- B.  $(9 \cdot 4) - 5 = 9 \cdot (4 - 5)$
- C.  $(5 - 1) - 2 = 5 - (1 - 2)$
- D.  $(3 + 6) + 4 = 3 + (6 + 4)$

- 3 Which of the following describes the slope of a line when every point on the line has a negative y-coordinate?
- A. undefined
  - B. negative
  - C. positive
  - D. zero
- 4 A company charges \$3.80 per square foot to replace a driveway. Which of the following estimates is closest to the total amount the company charges to replace a rectangular driveway that has a length of 21 feet and a width of 14 feet?
- A. \$2000
  - B. \$1200
  - C. \$800
  - D. \$280
- 5 Which of the following is closest to the value of  $\sqrt{200}$ ?
- A. 20
  - B. 16
  - C. 15
  - D. 14

- 6 The line plot below shows the number of points scored by a basketball team in each of the last 22 games.



What is the median number of points scored for the 22 games?

- A. 65
- B. 67
- C. 69
- D. 70



- 7 Which of the following is equivalent to the expression below?

$$5(x^2 + 3x) + 7$$

- A.  $5x^2 + 15x + 7$
- B.  $5x^2 + 8x + 7$
- C.  $5x^2 + 15x + 35$
- D.  $5x^2 + 3x + 7$

- 8 Massachusetts has a population of approximately 6,398,743 people. The land area of Massachusetts is 20,306 square kilometers.

Which of the following expressions has a value closest to the number of people per square kilometer?

- A.  $5,000,000 \div 25,000$
- B.  $6,000,000 \div 25,000$
- C.  $6,500,000 \div 20,000$
- D.  $7,500,000 \div 30,000$

- 9 The first five terms of a quadratic sequence are shown below.

$$0.2, 0.8, 1.8, 3.2, 5.0, \dots$$

What is the next term in the sequence?

- A. 5.6
- B. 6.8
- C. 7.2
- D. 8.2

- 10 What is the value of the expression below?

$$3 \cdot 6^2 - 4^2$$

- A. 12
- B. 28
- C. 60
- D. 92

- 11 Which of the following tables shows a positive correlation between the values of  $x$  and  $y$ ?

A.

$x$	$y$
1	3
2	3
3	3
4	3

B.

$x$	$y$
1	2
2	3
3	1
4	0

C.

$x$	$y$
1	3
2	2
3	1
4	0

D.

$x$	$y$
1	0
2	1
3	2
4	3

- 12 Cindy plotted two points on a coordinate grid. Her points lie on the same vertical line. Which of the following could be the coordinates of the two points?

- A. (1, 4) and (5, 4)  
 B. (1, 1) and (4, 4)  
 C. (4, 1) and (4, 5)  
 D. (1, 4) and (4, 1)

- 13 A movie theater manager can sell 493 tickets to a show. Movie tickets cost \$9.50 each.
- Which of the following estimates is closest to the total amount of money received by the manager when 80% of the tickets to the show are sold?
- A. \$3000
  - B. \$4000
  - C. \$5000
  - D. \$6000

- 14 The table below shows a relationship between values of  $x$  and  $y$ .

$x$	1	2	3	4	5
$y$	3	9	27	81	243

Which of the following equations describes the relationship between  $x$  and  $y$  for the values in the table?

- A.  $y = 3x$
- B.  $y = 3x^2$
- C.  $y = x^3$
- D.  $y = 3^x$

Questions 15 and 16 are short-answer questions. Write your answers to these questions in the boxes provided in your Student Answer Booklet. Do not write your answers in this test booklet. You may do your figuring in the test booklet.

- 15 What is the value of the expression below?

$$(18 - 6) \div (2^4 - 3 \cdot 5)$$

- 16 A student has a right square pyramid and a cube.

- The base of the pyramid is congruent to the base of the cube.
- The height of the pyramid is equal to the edge length of the cube.
- The volume of the pyramid is 15 cubic inches.

What is the volume, in cubic inches, of the cube?

Question 17 is an open-response question.

- **BE SURE TO ANSWER AND LABEL ALL PARTS OF THE QUESTION.**
- **Show all your work (diagrams, tables, or computations) in your Student Answer Booklet.**
- **If you do the work in your head, explain in writing how you did the work.**

Write your answer to question 17 in the space provided in your Student Answer Booklet.

- 17** Lucas collected data on the wingspans, in inches, and the weights, in ounces, of 10 different birds. He recorded the data in the table below.

**Wingspans and  
Weights of 10 Birds**

<b>Wingspan, in Inches (<math>x</math>)</b>	<b>Weight, in Ounces (<math>y</math>)</b>
16.0	3.0
18.0	2.7
9.5	0.8
12.0	1.5
14.0	2.1
15.0	2.4
11.0	1.7
8.5	0.3
8.0	0.5
13.5	1.4

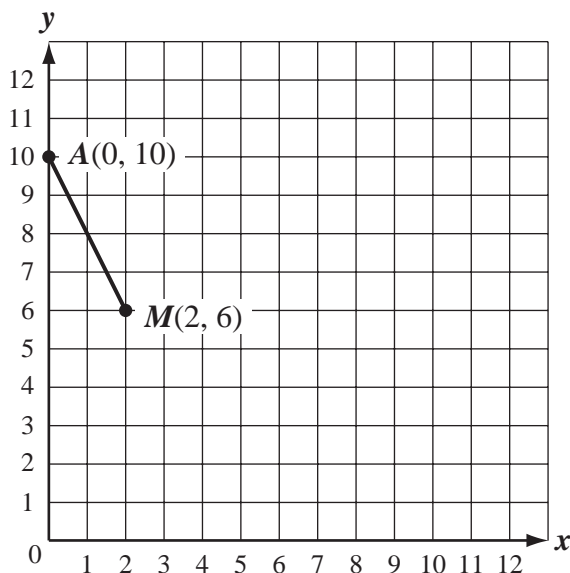
- Based on the data in the table, what is the range of the wingspans, in inches, of the birds? Show or explain how you got your answer.
- On the grid in your Student Answer Booklet, make a scatterplot by plotting the data in the table as points with coordinates  $(x, y)$ , where  $x$  and  $y$  are defined as follows:
  - $x$  = the wingspan, in inches, of a bird
  - $y$  = the weight, in ounces, of that birdBe sure to label the  $x$ -axis and the  $y$ -axis, indicate the scale on each axis, and include a title for your graph.
- On your scatterplot, draw a line approximating the line of best fit (trend line) for the scatterplot.
- Use your trend line to predict the weight, in ounces, of a bird that has a wingspan of 20 inches. Show or explain how you got your answer.

Questions 18 and 19 are short-answer questions. Write your answers to these questions in the boxes provided in your Student Answer Booklet. Do not write your answers in this test booklet. You may do your figuring in the test booklet.

- 18 What is the **value of  $x$**  in the solution of the system of equations below?

$$\begin{aligned}4x + y &= 72 \\ y &= 5x\end{aligned}$$

- 19 Points  $A$  and  $M$  are shown on the coordinate grid below.







If point  $M$  is the midpoint of  $\overline{AB}$ , what are the coordinates of point  $B$ ?

Questions 20 and 21 are open-response questions.

- **BE SURE TO ANSWER AND LABEL ALL PARTS OF EACH QUESTION.**
- **Show all your work (diagrams, tables, or computations) in your Student Answer Booklet.**
- **If you do the work in your head, explain in writing how you did the work.**

Write your answer to question 20 in the space provided in your Student Answer Booklet.

- 20** A student drew figures composed of regular hexagons. The side length of each hexagon is 1 unit. The number of hexagons in each figure follows a pattern. The perimeter of each figure also follows a pattern. The first four figures in the pattern and the perimeter of each figure are shown in the table below.

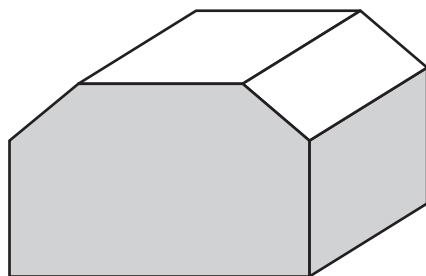
	Figure 1	Figure 2	Figure 3	Figure 4
				
Perimeter (in units)	6	10	14	18

The pattern continues.

- What is the perimeter, in units, of Figure 5? Show or explain how you got your answer.
- What is the perimeter, in units, of Figure 15? Show or explain how you got your answer.
- Write an algebraic expression that could be used to determine the perimeter, in units, of Figure  $n$ .
- What is the first figure in the pattern that has a perimeter greater than 1000 units? Show or explain how you got your answer.

Write your answer to question 21 in the space provided in your Student Answer Booklet.

- 21 A farmer's storage building and grain silo are shown in the diagram below.



Storage building



Grain silo

The farmer plans to paint the shaded regions of the storage building and the shaded region of the grain silo with one coat of paint.

The total area, in square feet, of the shaded regions of the storage building is represented by the expression below.

$$2(20 \cdot 8 + 10 \cdot 8) + 136$$

- a. Based on the expression, what is the total area, in square feet, of the shaded regions of the storage building? Show your work.

The total area, in square feet, of the shaded region of the grain silo is represented by the expression below.

$$2 \cdot \pi \cdot 6 \cdot 18$$

- b. Based on the expression, what is the total area, in square feet, of the shaded region of the grain silo? Show your work. (Use 3.14 for  $\pi$ .)
- c. One gallon of paint covers an area of 400 square feet. Write an expression that can be used to calculate the number of gallons of paint the farmer will need to buy to paint the shaded regions of the storage building **and** the shaded region of the grain silo.
- d. Based on the expression you wrote in part (c), what is the minimum number of gallons of paint the farmer will need to buy to paint the shaded regions of the storage building and the shaded region of the grain silo? Show or explain your reasoning. (Use 3.14 for  $\pi$ .)



# Mathematics

## SESSION 2

You may use your reference sheet during this session.

You may use a calculator during this session.



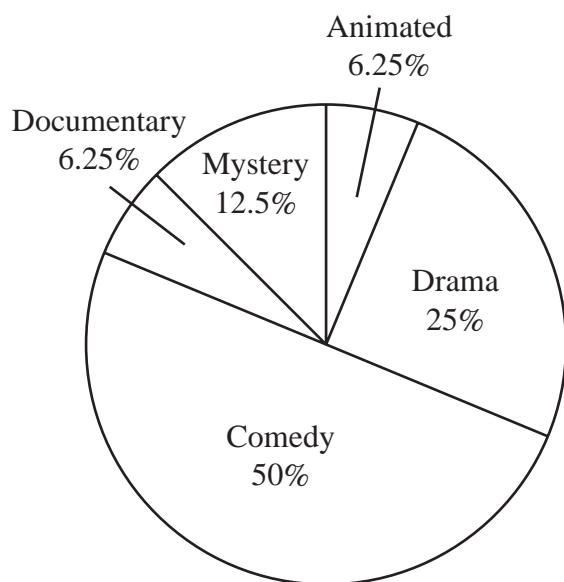
### DIRECTIONS

This session contains eighteen multiple-choice questions and three open-response questions.

Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

- 22 The types of movies shown at a film festival are represented in the circle graph below.

**Movies at a Film Festival**



There were 4 animated films shown at the festival. Based on the circle graph, what was the total number of films shown at the film festival?

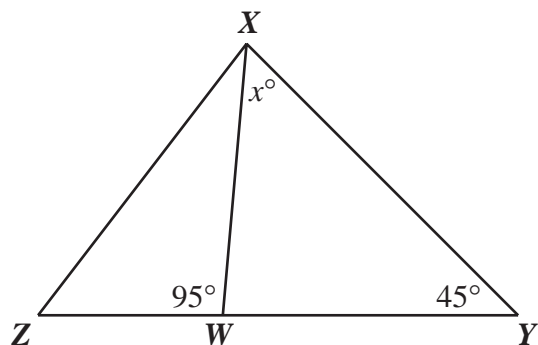
- A. 230
- B. 115
- C. 64
- D. 20

- 23 Which of the following is the solution of the inequality below?

$$|x + 4| < 10$$

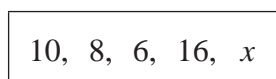
- A.  $x < 6$
- B.  $x > -14$
- C.  $-14 < x < 6$
- D.  $-14 > x$  or  $x < 6$

- 24 The diagram below shows  $\triangle XYZ$  and some of its angle measures.



In the diagram, point  $W$  lies on  $\overline{YZ}$ . Based on the angle measures in the diagram, what is the value of  $x$ ?

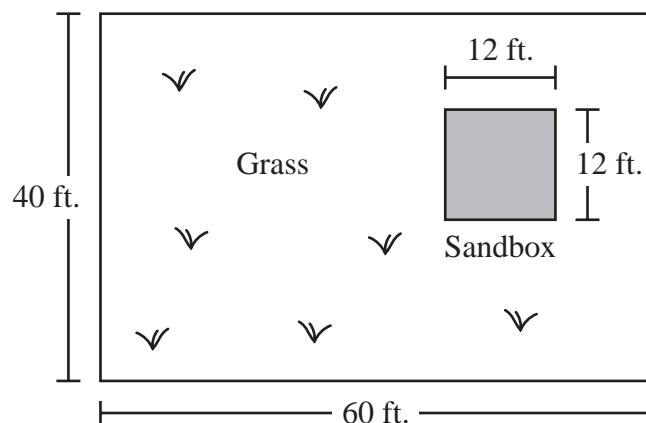
- 25 A list consisting of four numbers and  $x$  is shown below. The  $x$  represents an unknown fifth number in the list.



The mean, median, and mode of the five numbers are all equal. What is the sum of all five numbers in the list?

- A. 40
- B. 46
- C. 50
- D. 56

- 26 A rectangular playground contains a square sandbox. The rest of the playground is planted with grass. The diagram below represents the playground and its dimensions.



What is the area of the part of the playground planted with grass?

- A. 2256 sq. ft.
- B. 2352 sq. ft.
- C. 2400 sq. ft.
- D. 2544 sq. ft.

- 27 A small cube has an edge length of  $x$  inches. A large cube has an edge length that is 4 inches longer than that of the small cube.

Which of the following expressions represents the total surface area of the large cube?

- A.  $6(x)^2$
- B.  $6(x + 4)^2$
- C.  $6(x^2 + 4^2)$
- D.  $6(x)^2 + (4)^2$

- 28 Which of the following situations can be modeled with a linear function?

- A. A rabbit population starts with six rabbits and grows 20% each month.
- B. A car has an initial value of \$14,000 and depreciates 10% each year for 8 years.
- C. A freight train travels at a constant speed of 20 miles per hour for 90 minutes.
- D. A basketball tournament starts with 28 teams and half of the teams are eliminated after every round of play.

- 29 Which of the following is equivalent to the expression below?

$$(-4m - 17p) - (2m - 3p + 6)$$

- A.  $-6m - 14p + 6$
- B.  $-6m - 14p - 6$
- C.  $-6m + 20p - 6$
- D.  $-6m - 20p + 6$

- 30 A student borrowed \$2000 from his parents to buy a car. The student is paying back his parents \$50 per week.

Which of the following equations represents the relationship between  $x$ , the number of weeks the student has been paying back his parents, and  $y$ , the amount of money left to pay back?

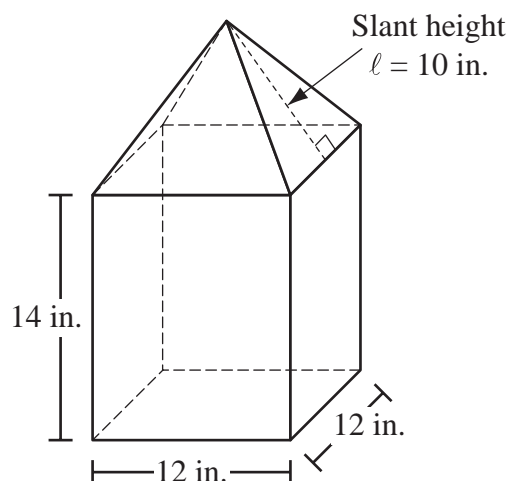
- A.  $y = -2000 - 50x$
- B.  $y = 2000 - 50x$
- C.  $y = 2000x + 50$
- D.  $y = 2000x - 50$

Question 31 is an open-response question.

- **BE SURE TO ANSWER AND LABEL ALL PARTS OF THE QUESTION.**
- **Show all your work (diagrams, tables, or computations) in your Student Answer Booklet.**
- **If you do the work in your head, explain in writing how you did the work.**

Write your answer to question 31 in the space provided in your Student Answer Booklet.

- 31** Robin made a model of a building. The model is composed of a right square pyramid glued exactly onto a right rectangular prism. The model and some of its dimensions are shown in the diagram below.



- What is the volume, in cubic inches, of the part of the model that is a right rectangular prism? Show or explain how you got your answer.
- What is the height, in inches, of the part of the model that is a right square pyramid? Show or explain how you got your answer.
- What is the volume, in cubic inches, of the **entire** model? Show or explain how you got your answer.
- What is the lateral surface area, in square inches, of the entire model? Show or explain how you got your answer.

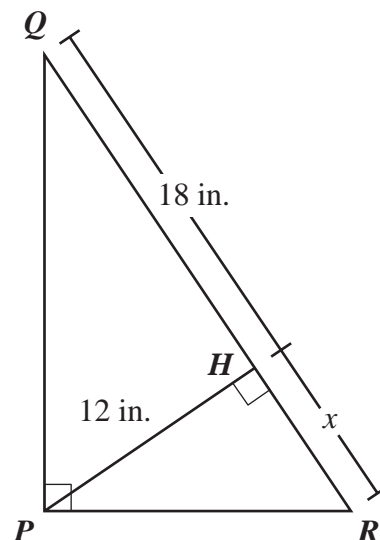
Mark your answers to multiple-choice questions 32 through 40 in the spaces provided in your Student Answer Booklet. Do not write your answers in this test booklet. You may do your figuring in the test booklet.

- 32 What are the solutions of the equation below?

$$(2x - 5)(4x + 3) = 0$$

- A.  $x = -5$ ;  $x = 3$
- B.  $x = 5$ ;  $x = -3$
- C.  $x = -2.5$ ;  $x = 0.75$
- D.  $x = 2.5$ ;  $x = -0.75$

- 33 Triangles  $QPR$ ,  $QHP$ , and  $PHR$  are similar. The triangles and some of their measurements are shown in the diagram below.

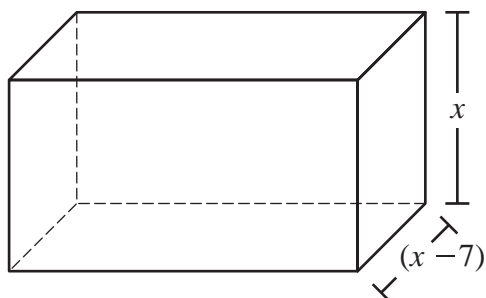


Point  $H$  lies on  $\overline{QR}$ . The length of  $\overline{PH}$  is 12 inches. The length of  $\overline{QH}$  is 18 inches.

Based on the diagram, what is  $x$ , the length of  $\overline{HR}$ ?

- A. 18 in.
- B. 12 in.
- C. 8 in.
- D. 6 in.

- 34 The height of a right rectangular prism is  $x$  centimeters and the width of the prism is  $(x - 7)$  centimeters, as shown in the diagram below.



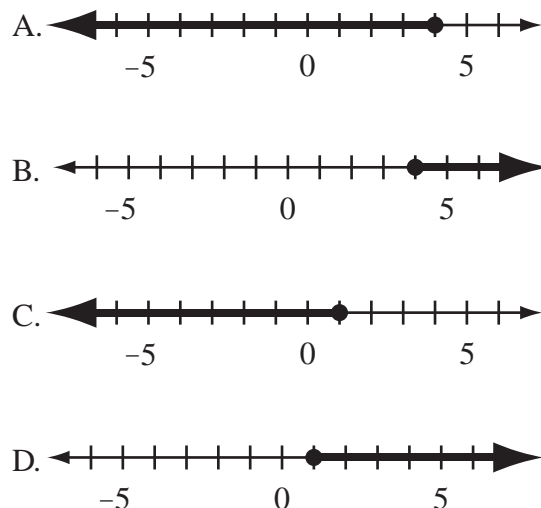
The volume, in cubic centimeters, of the right rectangular prism is represented by the expression  $x^3 + 5x^2 - 84x$ .

Which of the following expressions represents the length, in centimeters, of the right rectangular prism?

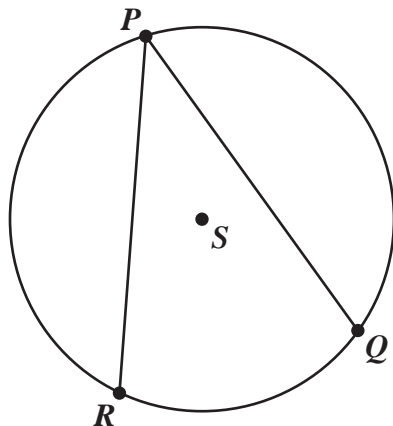
- A.  $x^3 - 7$
- B.  $x^2 - 7x$
- C.  $x + 12$
- D.  $x - 12$

- 35 Which of the following graphs represents the solution of the inequality below?

$$5 \geq 2x - 3$$



- 36 Points  $P$ ,  $Q$ , and  $R$  lie on circle  $S$ , as shown in the diagram below.



$\overline{PQ}$  is congruent to  $\overline{PR}$ . The measure of  $\widehat{PQ}$  is  $140^\circ$ .

Based on the diagram, what is the measure of  $\angle QPR$ ?

- A.  $30^\circ$
- B.  $40^\circ$
- C.  $70^\circ$
- D.  $80^\circ$

- 37 A right square pyramid has the dimensions listed below.

- slant height = 8 inches
- edge length of base = 12 inches

What is the lateral surface area of the pyramid?

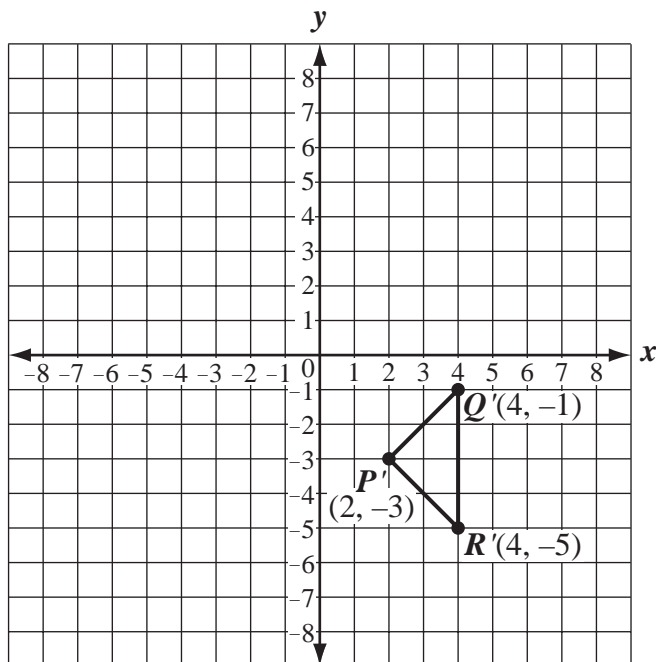
- A. 48 square inches
- B. 96 square inches
- C. 144 square inches
- D. 192 square inches

- 38 The amount of time it takes electricians to wire a house is inversely proportional to the number of electricians wiring the house.

It took 5 electricians 4 hours to wire a house. What is the number of hours it would take 2 electricians to wire the same house?

- A. 2
- B. 7
- C. 10
- D. 20

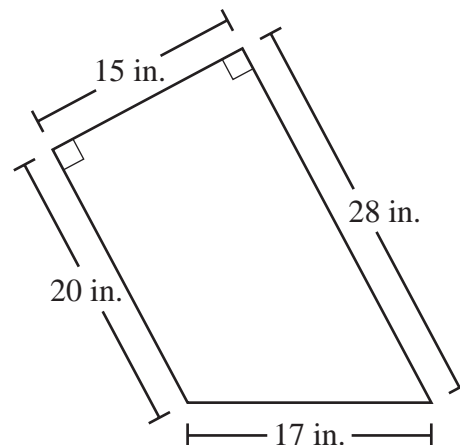
- 39 Triangle  $P'Q'R'$  is shown on the coordinate grid below.



Triangle  $P'Q'R'$  is the image of triangle  $PQR$  after triangle  $PQR$  was translated 3 units left and 5 units down. What are the coordinates of point  $Q$ ?

- A. (9, 2)
- B. (7, 4)
- C. (7, -6)
- D. (1, -6)

- 40 A trapezoid and its dimensions are shown below.



What is the area of the trapezoid?

- A. 360 sq. in.
- B. 408 sq. in.
- C. 448 sq. in.
- D. 720 sq. in.

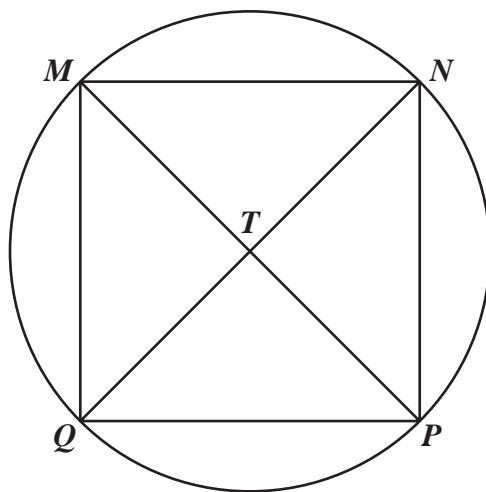


Questions 41 and 42 are open-response questions.

- BE SURE TO ANSWER AND LABEL ALL PARTS OF EACH QUESTION.
- Show all your work (diagrams, tables, or computations) in your Student Answer Booklet.
- If you do the work in your head, explain in writing how you did the work.

Write your answer to question 41 in the space provided in your Student Answer Booklet.

- 41 The diagram below shows square  $MNPQ$  inscribed in circle  $T$ .



The diameter of circle  $T$  is 20 inches.

- What is the length, in inches, of  $\overline{TP}$ ? Show or explain how you got your answer.
- What is  $m\angle QTP$ ? Show or explain how you got your answer.
- What is  $m\angle TQP$ ? Show or explain how you got your answer.
- What is the length, in inches, of  $\overline{QP}$ ? Show or explain how you got your answer.

Write your answer to question 42 in the space provided in your Student Answer Booklet.

- 42** A car insurance company offers three levels of coverage. The yearly rate for each level of coverage varies based on the age of the driver. The table below shows the yearly car insurance rates for a 25-year-old driver.

**Yearly Car Insurance Rates  
for a 25-Year-Old Driver**

<b>Basic Coverage</b>	\$ 660
<b>Value Coverage</b>	\$ 720
<b>Gold Coverage</b>	\$1092

- What is the cost per month, in dollars, of Basic Coverage for a 25-year-old driver? Show or explain how you got your answer.
- What is the difference in the cost per month, in dollars, between Gold Coverage and Basic Coverage for a 25-year-old driver? Show or explain how you got your answer.
- What is the mean cost **per year** of the three types of coverage for a 25-year-old driver? Show or explain how you got your answer.

The table below shows the company's yearly car insurance rates for a 65-year-old driver.

**Yearly Car Insurance Rates  
for a 65-Year-Old Driver**

<b>Basic Coverage</b>	\$ 540
<b>Value Coverage</b>	\$ 550
<b>Gold Coverage</b>	

- The mean cost per year of the three types of coverage for a 65-year-old driver is \$240 less than the mean cost per year for a 25-year-old driver. What is the cost, in dollars, for a year of Gold Coverage for a 65-year-old driver? Show or explain how you got your answer.

### AREA FORMULAS

square .....  $A = s^2$

rectangle .....  $A = bh$

parallelogram .....  $A = bh$

triangle .....  $A = \frac{1}{2}bh$

trapezoid .....  $A = \frac{1}{2}h(b_1 + b_2)$

circle .....  $A = \pi r^2$

### LATERAL SURFACE AREA FORMULAS

right rectangular prism .....  $LA = 2(hw) + 2(lh)$

right circular cylinder .....  $LA = 2\pi rh$

right circular cone .....  $LA = \pi r\ell$   
( $\ell$  = slant height)

right square pyramid .....  $LA = 2s\ell$   
( $\ell$  = slant height)

### TOTAL SURFACE AREA FORMULAS

cube .....  $SA = 6s^2$

right rectangular prism .....  $SA = 2(lw) + 2(hw) + 2(lh)$

sphere .....  $SA = 4\pi r^2$

right circular cylinder .....  $SA = 2\pi r^2 + 2\pi rh$

right circular cone .....  $SA = \pi r^2 + \pi r\ell$   
( $\ell$  = slant height)

right square pyramid .....  $SA = s^2 + 2s\ell$   
( $\ell$  = slant height)

### VOLUME FORMULAS

cube .....  $V = s^3$   
( $s$  = length of an edge)

right rectangular prism .....  $V = lwh$

OR

$V = Bh$   
( $B$  = area of a base)

sphere .....  $V = \frac{4}{3}\pi r^3$

right circular cylinder .....  $V = \pi r^2 h$

right circular cone .....  $V = \frac{1}{3}\pi r^2 h$

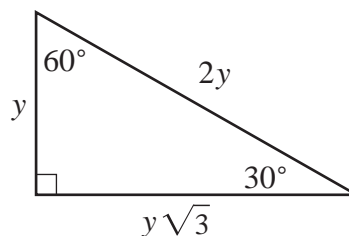
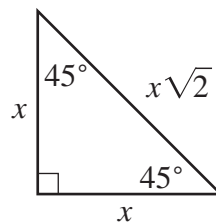
right square pyramid .....  $V = \frac{1}{3}s^2 h$

### CIRCLE FORMULAS

$C = 2\pi r$

$A = \pi r^2$

### SPECIAL RIGHT TRIANGLES



**Mathematics Retest**  
**November 2013 Released Items:**  
**Reporting Categories, Standards, and Correct Answers\***

Item No.	Page No.	Reporting Category**	Standard**	Correct Answer (MC/SA)*	2000 Standard***
1	42	<i>Number and Quantity</i>	7.EE.3	A	10.N.4
2	42	<i>Number and Quantity</i>	7.EE.3	D	10.N.1
3	43	<i>Algebra and Functions</i>	F-IF.4	D	10.P.2
4	43	<i>Number and Quantity</i>	7.EE.3	B	10.N.4
5	43	<i>Number and Quantity</i>	8.NS.2	D	10.N.3
6	44	<i>Statistics and Probability</i>	S-ID.1	B	10.D.1
7	45	<i>Algebra and Functions</i>	A-APR.1	A	10.P.3
8	45	<i>Number and Quantity</i>	7.EE.3	C	10.N.4
9	45	<i>Algebra and Functions</i>	F-BF.1	C	10.P.1
10	45	<i>Number and Quantity</i>	7.EE.3	D	10.N.2
11	46	<i>Statistics and Probability</i>	S-ID.6	D	10.D.1
12	46	<i>Algebra and Functions</i>	8.F.4	C	10.P.2
13	47	<i>Number and Quantity</i>	7.EE.3	B	10.N.4
14	47	<i>Algebra and Functions</i>	F-LE.2	D	10.P.1
15	48	<i>Number and Quantity</i>	7.EE.3	12	10.N.2
16	48	<i>Geometry</i>	G-GMD.3	45 cu. in.	10.M.2
17	49	<i>Statistics and Probability</i>	S-ID.6		10.D.2
18	50	<i>Algebra and Functions</i>	A-REI.6	$x = 8$	10.P.8
19	50	<i>Geometry</i>	G-GPE.6	(4, 2)	10.G.7
20	51	<i>Algebra and Functions</i>	F-BF.2		10.P.1
21	52	<i>Number and Quantity</i>	7.EE.3		10.N.2
22	53	<i>Statistics and Probability</i>	6.SP.4	C	10.D.1
23	53	<i>Algebra and Functions</i>	A-REI.3	C	10.P.6
24	54	<i>Geometry</i>	8.G.5	B	10.G.5
25	54	<i>Statistics and Probability</i>	6.SP.5	C	10.D.1
26	54	<i>Geometry</i>	7.G.6	A	10.M.1
27	55	<i>Geometry</i>	7.G.6	B	10.M.3
28	55	<i>Algebra and Functions</i>	F-LE.1	C	10.P.7
29	55	<i>Algebra and Functions</i>	A-APR.1	B	10.P.3
30	55	<i>Algebra and Functions</i>	A-CED.2	B	10.P.7
31	56	<i>Geometry</i>	G-GMD.3		10.M.2
32	57	<i>Algebra and Functions</i>	A-REI.4	D	10.P.5
33	57	<i>Geometry</i>	G-SRT.5	C	10.G.4
34	58	<i>Algebra and Functions</i>	A-SSE.2	C	10.P.4
35	58	<i>Algebra and Functions</i>	A-REI.3	A	10.P.6
36	59	<i>Geometry</i>	G-C.2	B	10.G.3
37	59	<i>Geometry</i>	7.G.6	D	10.M.2
38	59	<i>Algebra and Functions</i>	A-CED.1	C	10.P.7
39	60	<i>Geometry</i>	G-CO.2	B	10.G.9
40	60	<i>Geometry</i>	7.G.6	A	10.M.1
41	61	<i>Geometry</i>	G-SRT.6		10.G.6
42	62	<i>Statistics and Probability</i>	S-ID.2		10.D.1

\* Answers are provided here for multiple-choice and short-answer items only. Each open-response item has its own set of scoring guidelines, which allow for valid alternate interpretations and responses.

\*\* The Reporting Category and Standard columns refer to the current (2011) curriculum framework for Mathematics. More information about reporting categories for Mathematics is available on the Department's website at <http://www.doe.mass.edu/mcas/tdd/math.html?section=testdesign>.

\*\*\* The Department is providing the standard from the previous (2000) curriculum framework for Mathematics for reference purposes.